



Identify the Best Qualified Talent

Dr. Tim Lagan, Senior Director, Professional Services, Monster Government Solutions

@monstergov | #MonsterGovForum18 | MonsterGovForum18@gmail.com

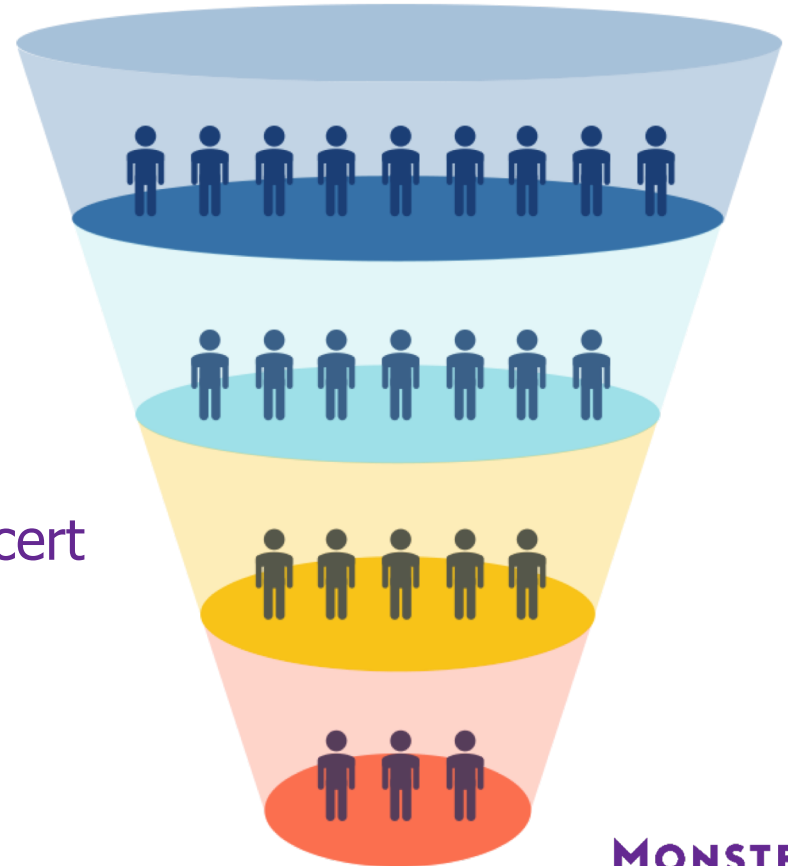
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Challenges to Address

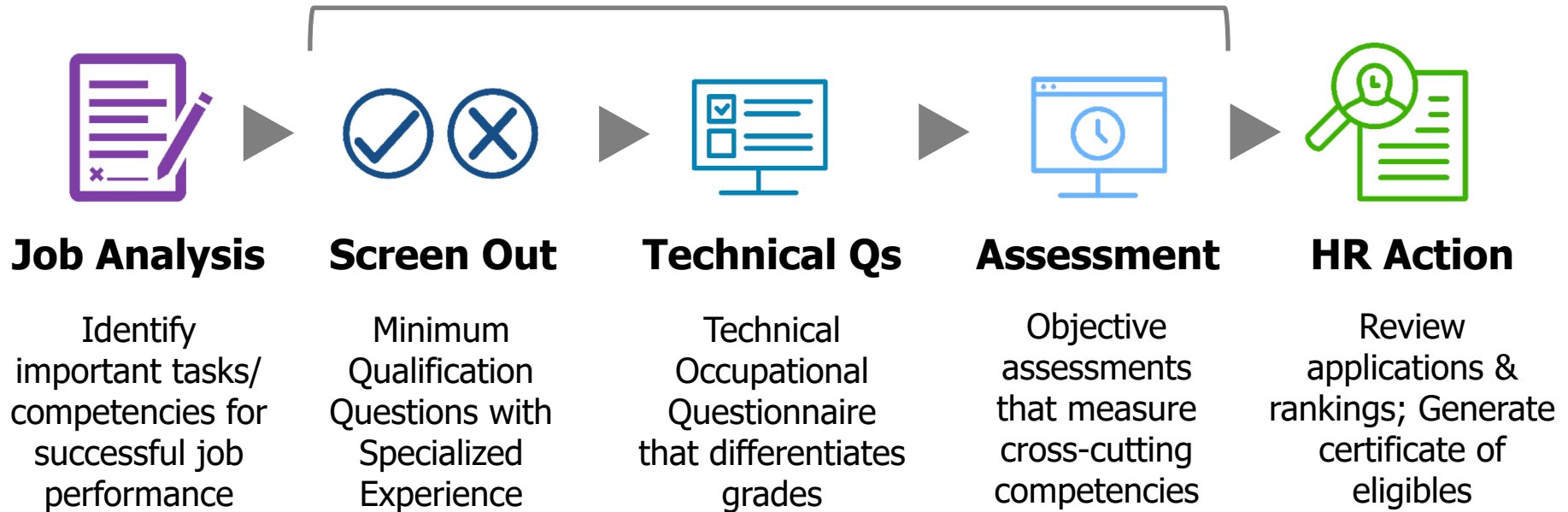
- Selection process validity and compliance
- Applicant score inflation
- Time spent reviewing unqualified application packages
- Hiring manager satisfaction with cert
- Identifying the best hire from the applicant pool





Assessment Strategy Overview

Application Process





Job Analysis



- Defines critical tasks and competencies based on SME input
 - Job analysis forms differ agency to agency
- Can also contain Minimum Qualification and Specialized Experience items
- Serves as the 'blueprint' for identification, development, and/or administration of assessments



Screen Outs



- Minimum qualifications can be complicated when experience and education are combined
 - Recommended approach clarifies the available options
- Questions can be too dense when specialized experience is part of the question
 - Recommended approach separates out specialized experience definition to simplify reading comprehension



Technical Questions (OQs)



- Differentiate grade level requirements
 - Ask unique questions at each level
 - Weight questions/question choices differentially based on position needs
- Ability to scramble the order of response choices
- Use branch questions to validate experience
 - Prompt applicant to provide “proof” of their response with short-answer questions
- Occupational Questionnaire weight can be adjusted to have a lower impact on applicant’s overall score

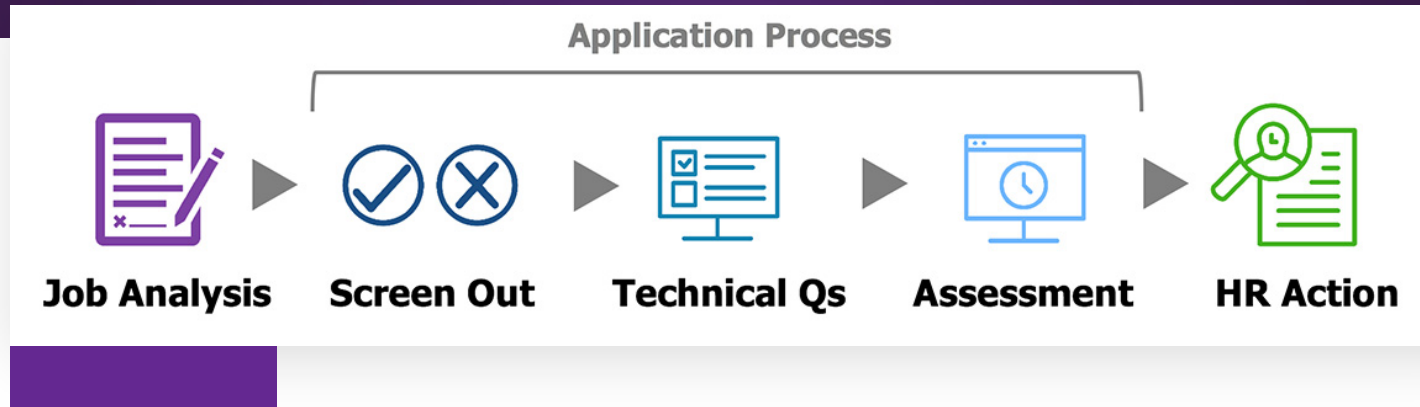


Standardized Assessments



- Entry-Level Assessment Battery (GS-5/7/9)
 - Competencies measured: Oral Communication, Writing, Interpersonal Skills, Problem Solving, Teamwork, Technology Application, Customer Service, Attention to Detail, Self-Management
 - Appropriate for ACWA and non-ACWA positions
 - Battery includes 3 tests (personality, language skills, verbal reasoning)
 - Approximately 200 items and 1 hour administration time
- Supervisory Assessment Battery
 - Competencies measured: Oral Communication, Interpersonal Skills, Problem Solving, Decision Making, Customer Service, Leadership, Planning & Evaluating, Influencing/Negotiating, Strategic Thinking, Managing Human Resources
 - Battery includes 2 tests (personality, situational judgment test, reasoning)
 - Approximately 185 items and 1.5 hour administration time

Job Analysis





Job Analysis – Sample Form



Clear boxes – completed by the HR Specialist.	
Position: Title, Series, Grades	
Office/Division:	
Identify the essential duties and competencies.	Questions: Enter question ID to assess KSA/Competency.
Essential duties/tasks	
Essential duties/tasks	
Essential duties/tasks	
Essential duties/tasks	
Essential duties/tasks	
Essential duties/tasks	

Job Analysis Form (continued)



III. General Job Requirements Checklist

The following competencies are measured in the Standard Entry-Level Assessment (E) and/or Standard Supervisory Assessment (S). Complete this section for the relevant assessment (only one can be used per JOA) to justify the use of the assessments in recruitment.

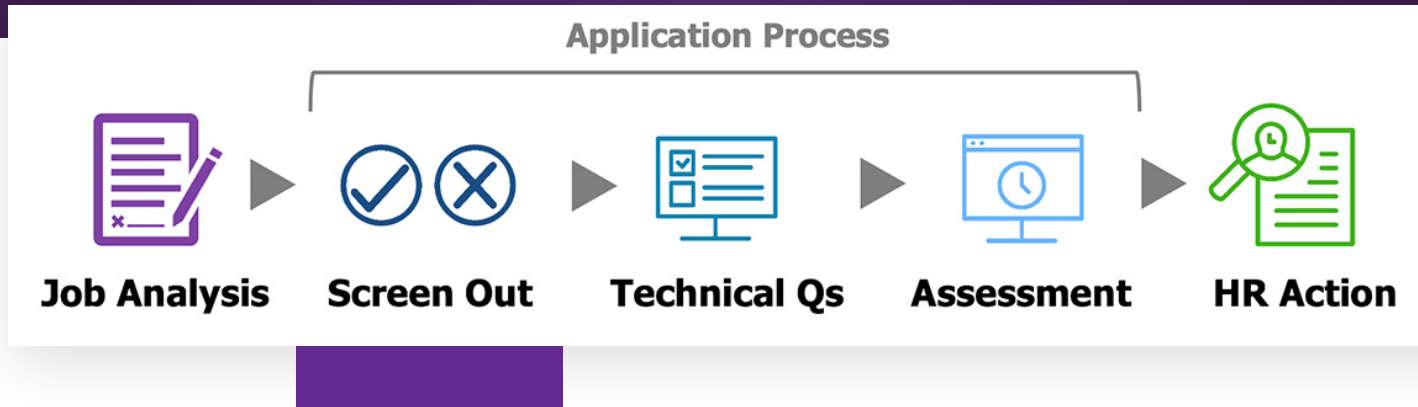
Type	Competency	Important? (Y/N)	Needed upon Entry? (Y/N)	Duties/Tasks: For competencies that met both criteria, identify the essential duties/tasks that employ this competency.
E	Attention to Detail: Is thorough when performing work and conscientious about attending to detail.			
E	Customer Service: Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.			
E	Interpersonal Skills: Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.			

Job Analysis – 1801 Example



Identify 5-7 competencies/KSAs that are important for successful job performance and that are needed upon entry to the position.	Percent Weight (Must sum to 100%)	Essential Duties/Tasks: Identify the essential duties/tasks that apply this competency.	Questions: Question IDs that assesses the competency/KSA
Competency/KSA #1: Knowledge of criminal, civil, and administrative investigative techniques; Federal criminal law; the Federal Rules of Criminal and Civil Procedure; the Federal Rules of Evidence, including arrest and search and seizure; methods and patterns of criminal operations.	40	Essential duties/tasks for KSA #1: Conducts criminal, civil, and/or administrative investigations that may be local, regional interregional, or department-wide in scope involving a wide range of criminal, civil and administrative investigative techniques. He/she independently plans and conducts the investigation, determining the most appropriate methods, procedures, precedents and techniques necessary to address unusual or unique situations.	QIDX 193, 194, 400, 401
Competency/KSA #2: Ability to obtain and secure evidence in accordance with jurisdictional guidelines.	20	Essential duties/tasks for KSA #2: Conducts fact-finding and preliminary analysis of the request, complaint, or allegation in relation to appropriate laws, regulations, etc., to identify the issues involved and evidence needed.	QIDX 189, 300, 3
Competency/KSA #3: Skill in writing a wide variety of reports, information papers, briefing materials, studies, briefings, and other documents to provide advice, technical expertise, and recommendations.	20	Essential duties/tasks for KSA #3: Prepares investigative reports documenting observations, issues and findings preparing as needed periodic input regarding high profile cases for Departmental and Congressional reports.	QIDX 199, 200, 2

Screen Outs





MQ & Specialized Experience: 1801 GS-05

Old Question

You qualify at the GS-05 level if you possess three (3) years of progressively responsible experience, one (1) year of which was equivalent to the GS-04 grade level that demonstrates the following: the ability to analyze problems to identify significant factors, gather pertinent data, and recognize solutions; plan and organize work; communicate effectively orally and in writing; and deal effectively with others in person-to-person situations. Such experience may have been gained in administrative, professional, technical, investigative, or other responsible work. Experience in substantive and relevant secretarial, clerical, or other responsible work is qualifying if it provided evidence of the knowledge, skills, and abilities necessary to perform the duties of this position. Experience of a general clerical nature (typing, filing, routine procedural processing, maintaining records, or other non-specialized tasks) is not creditable.

OR

You may substitute successful completion of a four-year course of study in any field leading to a Bachelor's degree for the experience required at the GS-05 level. This education must have been obtained from an accredited college or university. One year of full-time undergraduate study is defined as 30 semester or 45 quarter hours. Appropriate combinations of successfully completed post-high school education and experience also may be used to meet the total qualification requirements for the GS-05 grade level.

Do you qualify at the GS-05 level?

- A. Yes
- B. No



MQ & Specialized Experience: 1801 GS-05

New Question

Select the choice that best describes your level of experience or education.

- A. I possess three (3) years of general experience as defined below, one (1) year of which was performed at the GS-04 level or equivalent.
- B. I possess a Bachelor's degree from an accredited college/university.
- C. I possess a combination of general experience and college/university credits.
- D. None of the above.

General Experience is defined as:

- Analyzing problems to identify significant factors, gathering pertinent data, and recognizing solutions; planning and organizing work; communicating effectively orally and in writing; and dealing effectively with others in person-to-person situations.
- Such experience may have been gained in administrative, professional, technical, investigative, or other responsible work. Experience in substantive and relevant secretarial, clerical, or other responsible work is qualifying if it provided evidence of the knowledge, skills, and abilities necessary to perform the duties of this position. Experience of a general clerical nature (typing, filing, routine procedural processing, maintaining records, or other non-specialized tasks) is not creditable.



MQ & Specialized Experience: 1801 GS-07

Old Question

In addition to the qualifications at the lower grade level(s), you qualify at the GS-07 level if you possess one (1) year of specialized experience, equivalent to at least the GS-5 level in the federal government, which has equipped you with the skills needed to successfully perform the duties of the position. You must have experience performing the following duties: performing preliminary examinations of applications for benefits. Ensuring required supporting documentation is included and applying laws, policies, and procedures.

OR

You may substitute successful completion of one (1) full year of graduate level education for the experience required at the GS-7 level. One (1) year of full-time graduate education is considered to be the number of credit hours that the school attended has determined to represent one year of full-time study. If that information cannot be obtained from the school, 18 semester or 27 quarter hours should be considered as satisfying the one (1) year of full-time study requirement. This education must have been obtained from an accredited college or university and demonstrate the skills necessary to do the work of the position.

OR

You may also substitute superior academic achievement for the experience required at the GS-7 level. You must have completed the requirements for a Bachelor's degree from an accredited college or university with either: (1) class standing in the upper third of a graduating class or major subdivision; or, (2) a grade point average of 3.0 or higher on a 4.0 scale based on four years of education or the final two years; or, (3) a grade point average of 3.5 or higher out of a possible 4.0 based on the average of the required courses completed in the major field or the required courses in the major field completed during the final 2 years of the curriculum; or, (4) membership in a national scholastic honor society.

Do you qualify at the GS-07 level?

- A. Yes
- B. No



MQ & Specialized Experience: 1801 GS-07

New Question

Select the choice that best describes your level of experience or education.

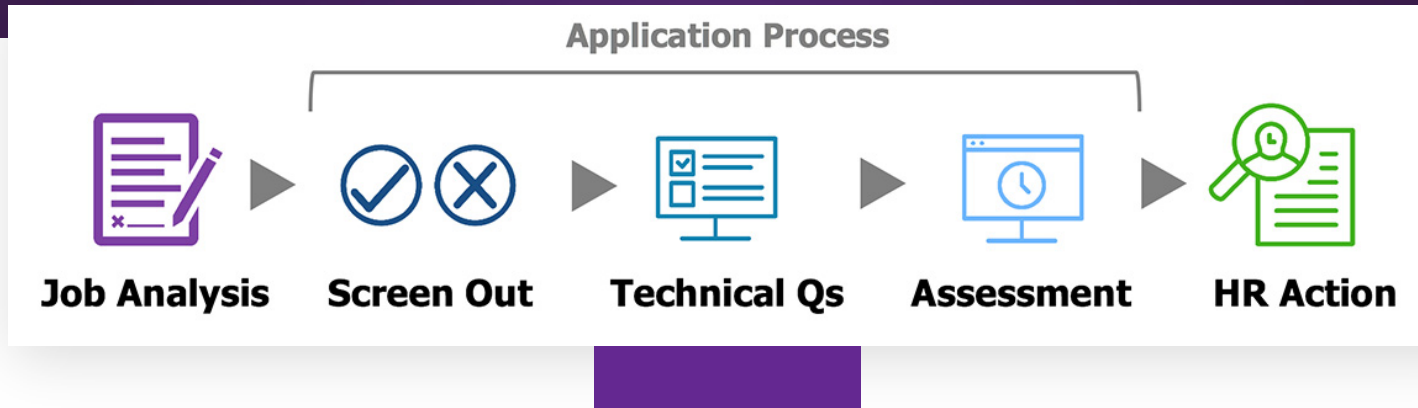
- A. I possess one (1) year of specialized experience as described below at the GS-05 level or equivalent in the Federal Government.
- B. I completed one (1) full year (or 18 semester or 27 quarter hours) of graduate level education from an accredited college/university.
- C. I meet the requirements for superior academic achievement as defined below.
- D. None of the above.

Specialized Experience is defined as:

- Analyzing problems to identify significant factors, gathering pertinent data, and recognizing solutions; planning and organizing work; communicating effectively orally and in writing; and dealing effectively with others in person-to-person situations.
- Performing preliminary examinations of applications for benefits; ensuring required supporting documentation is included and applying laws, policies, and procedures.

Superior Academic Achievement is defined as: completing the requirements for a Bachelor's degree from an accredited college or university with either: (1) class standing in the upper third of a graduating class or major subdivision; or, (2) a grade point average of 3.0 or higher on a 4.0 scale based on four years of education or the final two years; or, (3) a grade point average of 3.5 or higher out of a possible 4.0 based on the average of the required courses completed in the major field or the required courses in the major field completed during the final 2 years of the curriculum; or, (4) membership in a national scholastic honor society.

Technical Questions





Technical Occupational Questionnaire: 1801

Old Question

Independently research, interpret, and analyze an extensive spectrum of sources such as sections of the law and regulations, precedent decisions, state and local news.

- A. I have not had education, training, or experience in performing this task.
- B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisory or senior employee.
- E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

New Question

Select the sources you have researched to identify and interpret relevant information (e.g., to adjudicate applications for benefits). Select all that apply.

- A. Precedent decisions (2/2 points)
- B. Guidance in legislative history (2/2 points)
- C. Federal laws and regulations (2/2 points)
- D. State/local news (2/2 points)
- E. Operating instructions (3/1 points)
- F. International treaties (1/3 points)
- G. None of the above (0/0 points)

*Points shown are for GS-05/GS-07



Technical Occupational Questionnaire: 1801

Old Question

Review electronic systems to assist Federal agencies in identifying individuals who pose a threat to national / public security.

- A. I have not had education, training, or experience in performing this task.
- B. I have had education or training in how to perform this task, but have not yet performed it on the job.
- C. I have performed this task on the job. My work on this task was monitored closely by a supervisor or senior employee to ensure compliance with proper procedures.
- D. I have performed this task as a regular part of a job. I have performed it independently and normally without review by a supervisory or senior employee.
- E. I am considered an expert in performing this task. I have supervised performance of this task or am normally the person who is consulted by other workers to assist or train them in doing this task because of my expertise.

New Question

Select the activities you have performed to ensure the data integrity of electronic systems. Select all that apply.

- A. Reviewed applications/petitions for completeness. (2/1 points)
- B. Verified accuracy of entered data. (2/2 points)
- C. Updated database with new/revised information. (2/2 points)
- D. Created queries to facilitate data review. (1/2 points)
- E. Conducted database searches to identify potential issues (e.g., fraud). (2/2 points)
- F. None of the above. (0/0 points)

*Points shown are for GS-05/GS-07



Technical Occupational Questionnaire: 1801

New Question: GS-07 only

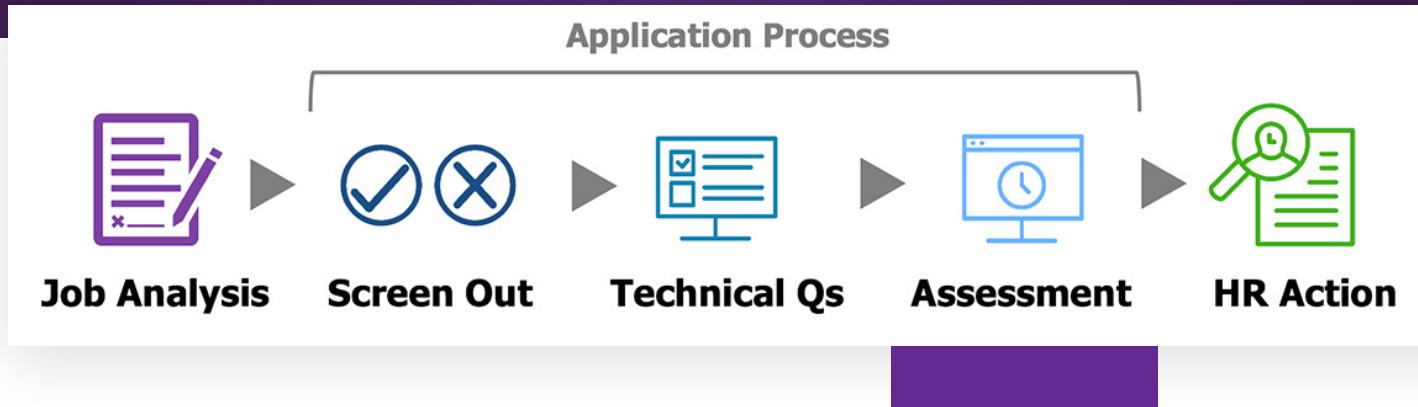
Do you have experience writing legally-binding decisions that were supported by documented evidence?

- A. Yes* *(10 points)*
- B. No *(0 points)*

*If "Yes," Short-Answer branch question:

List the name of the organization and dates of employment where you gained this experience for verification purposes.

Standardized Assessments





Standardized Assessments

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 - Appropriate for ACWA and non-ACWA positions
 - Battery includes 3 tests (personality, language skills, verbal reasoning)
 - Approximately 200 items and 1 hour administration time
- Supervisory Assessment Battery
 - Competencies measured: Oral Communication, Interpersonal Skills, Problem Solving, Decision Making, Customer Service, Leadership, Planning & Evaluating, Influencing/Negotiating, Strategic Thinking, Human Capital Management
 - Battery includes 2 tests (personality, situational judgment test)
 - Approximately 100 items and 1.5 hour administration time



Sample Assessment Items – Entry Level

Personality (16pf)

I prefer friends who are:

- a) Quiet
- b) Lively
- c) Neither

Language Skills

The staff meeting will be held on Tuesday.

- Teusday
- Tuesday
- Tuesday
- No Change

Verbal Reasoning

Chris is a Welder. Terry works for Company B. Chris' only child is a girl. Company A makes automotive parts. Company B employs no welders.

1. Chris does not work for company B.
 - True
 - False
 - Uncertain

Verbal Comprehension (identify words that mean the same or about the same thing)

1. Story
 - hat
 - ball
 - day
 - tale

Sample Assessment Items – Supervisory

SJT Team Leader



Scenario 1: You are Mark, a Warehouse Supervisor for a large manufacturing organization, responsible for departmental budgeting. You are just wrapping up your regular monthly meeting with a group of team leads...

Instructions: A number of possible responses to this scenario are listed below. Read each response option and then rate **how effective** each response is to the scenario using the scale provided (1 = highly ineffective; 5 = highly effective).



Thank you!

@monstergov | #MonsterGovForum18
MonsterGovForum18@gmail.com

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